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ABSTRACT

This learning module has three terminal objectives, which state that the student will be able to: (a) define CBTE (Competency Based Teacher Education), explain its major characteristics and implications, and compare it with more traditional programs; (b) design an instructional module; and (c) show commitment to the concept of CBTE by engaging in activities that will disseminate this approach to the community, schools, and university. The module includes a rationale statement, prerequisites, and explicit step-by-step instructions for its completion. It also contains pre- and post-assessment instruments and a 30-item bibliography. (HMD)

FOREWORD

In 1965 Teacher Corps received a congressional mandate to improve teacher education. This improvement was to be brought about by broadening existing teacher education programs and improving educational opportunities for disadvantaged children.

Teacher Corps recognized that one aspect of teacher education needing immediate attention was the lack of minority group representation in positions of leadership. In order to help fill this educational void, Teacher Corps instituted the Teacher Corps Associates Program. The program is designed to provide professional growth in the process of competency-based teacher education (CBTE) for teaching faculty and administrators in local Teacher Corps projects.

The Associates were selected after a national search by a committee composed of representatives from Teacher Corps National Field Council, AACTE's Committee on Performance Based Teacher Education, and the Technical Assistance Projects. The Associates are drawn from all areas of the country and from different minority groups; they are members of the teaching faculty of local Teacher Corps Projects, or are local Project Directors, Associate Directors, Program Development Specialists or Coordinators.

Since the program began in February, 1972, the Teacher Corps Associates have received extensive training in the basics of CBTE: principles of systems management, development of instructional modules, and identification of teacher competencies.

They have also gained valuable experience through visits to learning labs, universities, schools, communities, and R&D centers. The Associates have had opportunities to serve as consultants to other Teacher Corps programs, and to serve as resource persons and consultants at National Teacher Corps Conferences. An equally important aspect of the Associates' training has involved developing and extending their sensitivity to minority group concerns and fostering the awareness of common interests underlying unique cultural differences. As part of their training in CBTE, the Associates have produced this series of materials entitled Resources for CBTE.

Carl A. Grant
Director of Teacher Corps Associates

ED 095144

A MODULE FOR UNDERSTANDING THE CHARACTERISTICS OF COMPETENCY-BASED EDUCATION

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A MODULE FOR UNDERSTANDING THE CHARACTERISTICS OF COMPETENCY-BASED EDUCATION*

Rationale

Teacher training programs have placed little emphasis on the need to evaluate outcomes, i.e. how well prepared the novice teacher is at the termination of training. An examination of teacher training programs shows that the participant is evaluated in terms of the accumulation of credits, courses, grades and degrees as evidence for readiness to undertake professional roles. In recent years an effort has been made to develop educational programs that have the following characteristics: a focus on individual needs and specified competencies to be attained. These programs are field centered and data based. Such educational programs are known as Competency-Based Teacher Education, also referred to as Performance-Based Teacher Education. The Stull Bill in California reflects this new approach to educational accountability.

> In Competency Based Education (CBE), performance goals are specified, and agreed to in rigorous detail in advance of instruction. The student preparing to be a teacher must either be able to demonstrate his ability to promote desirable learning or exhibit behaviors known to promote it. He is held accountable, not for passing grades but for attaining a given level of competency in performing the essential tasks of teaching; the training institution is itself held accountable for preparing able teachers. The emphasis is on demonstrated competencies or skills. Acceptance of this basic principle has program implications that are truly revolutionary. (p. 3, PBTE Series:NO. 1-a)

*Alternate version of this module has reference number CBE-001.00 (UCC).

DESCRIPTION OF MODULE:

Programmed readings, options to develop own instructional activities, audio-visual materials, interaction with resource people, and consultation of cross-reference materials, will allow the participant to arrive at a practical understanding of the major concepts of Competency-Based Teacher Education.

The Enabling Activities For This Module Are:

For Terminal Objective I:

1. The participant

   A. Will orally or in writing; define CBTE using the materials provided in the option chosen.

   B. Will explain at least five major characteristics and implications of CBTE.

   C. Will compare CBTE with a traditional program, describing at least three differences between them.

   or

   D. Will organize a discussion group of at least four members--one team leader, one staff member and one intern--and lead the group in a discussion defining CBTE: explaining at least five major characteristics and implications of CBTE; and comparing CBTE with a traditional program by describing at least three differences between them.

For Terminal Objective II:

2. The participant will:

   A. Write a description of why the module is important, i.e., its rationale.

   B. Write behavioral objectives complying with the nature (type) of the competency the student is expected to demonstrate; conditions under which the competency is to be demonstrated; and criteria to be applied in assessing the student's mastery relevant to terminal objective(s) (knowledge, performance, product).

C. Construct a pre and post assessment instrument directly related to the objective(s) of the module.

D. Write instructional activities, i.e. a series of activities designed to facilitate the learner's meeting the terminal objective(s) of module and provide different approaches or options to achieve the same terminal objective(s).

For Terminal Objective III:

3. The participant will list and describe at least five roles he can fulfill in CBE within the:

A. team, through his involvement, participation and responsibilities in the differentiated staffing of his team.

B. school, through his participation in the instructional curricula and extra-curricula activities of the school district.

C. community, through his initiation of, and involvement in community activities or projects.

and the participant:

D. will engage in instructional/community/administrative activities that will disseminate the concepts of CBTE.

or

E. will organize and direct a meeting that involves the participation of volunteer staff members, team leaders, interns and community members, to discuss the concepts of CBTE.

4. The participant will develop a competency-based module to be used in his classroom.

5. The participant will develop modules in conjunction with his students that respond to their needs and concerns.

TERMINAL OBJECTIVE(S)

I. (A.) State orally or in writing a definition of CBTE, explain its major characteristics and implications, and compare CBTE with a traditional program.

or

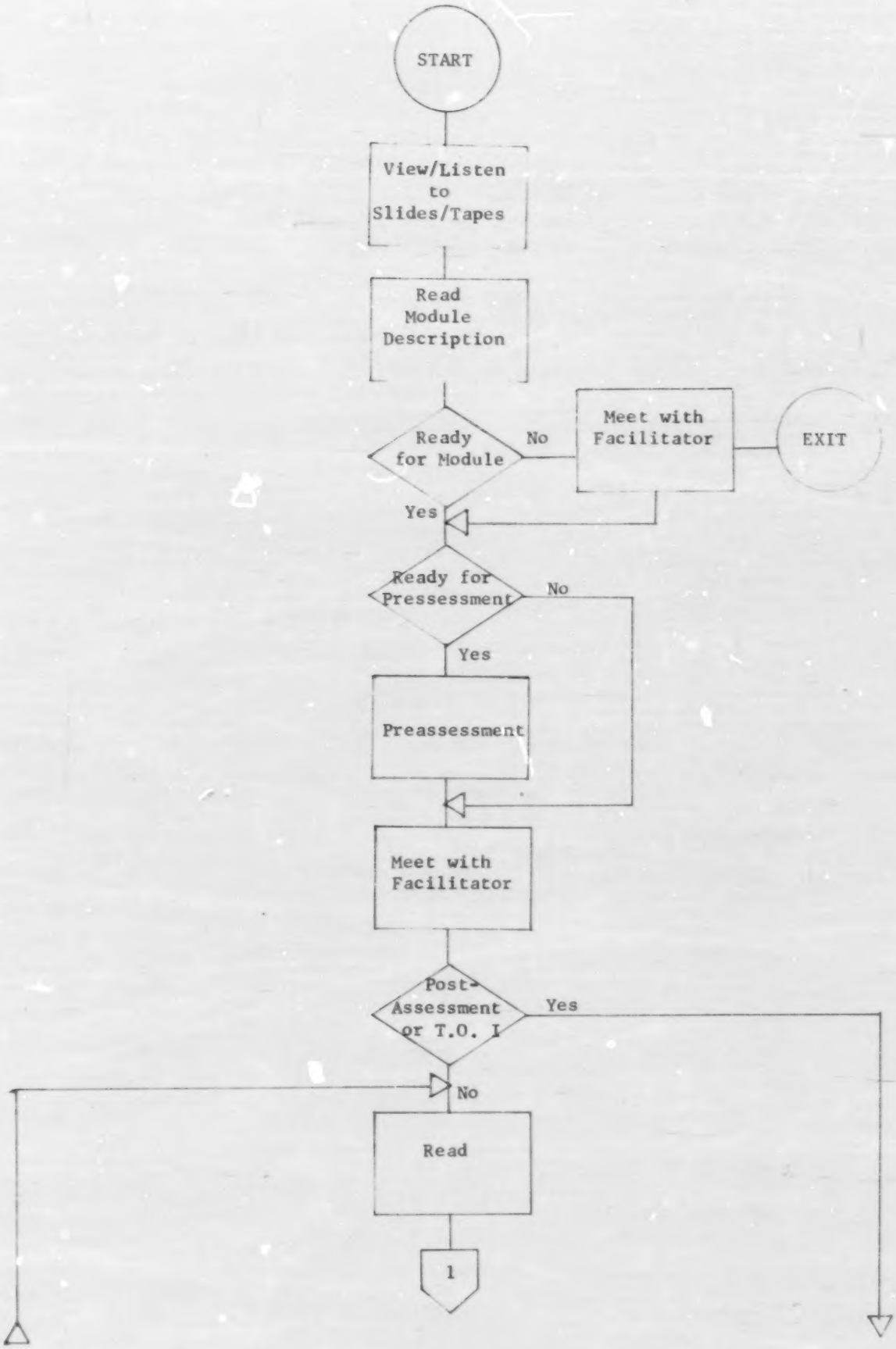
(B.) Organize and facilitate a group discussion defining CBTE, its characteristics and implications, and the contrast between a traditional program and a program based on CBTE.

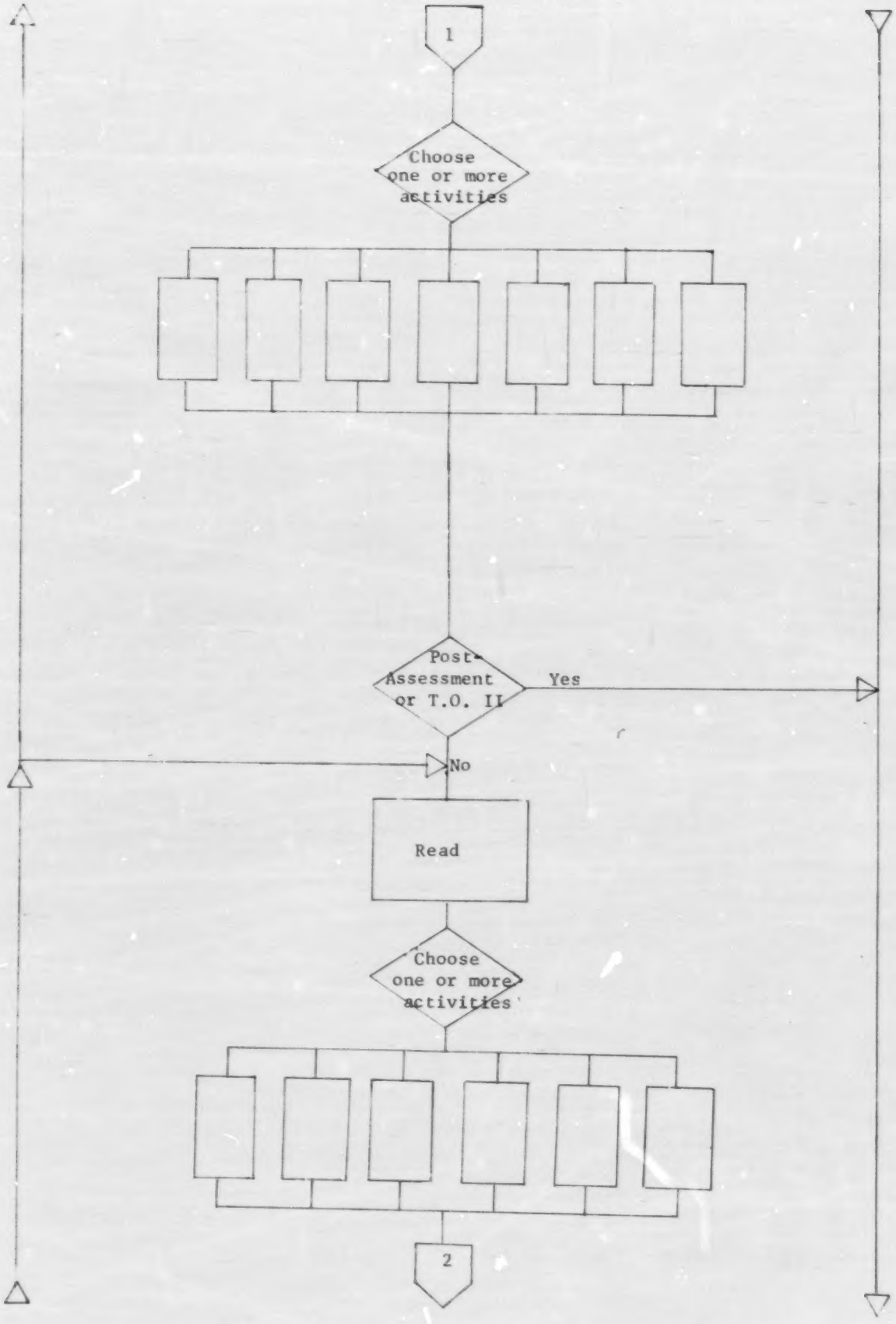
II. Design an instructional module in a subject of the participant's choice which meets the following criteria: (a) states a rationale for module, (b) specifies objective(s) of module, (c) provides a pre-assessment of module objectives, (d) provides alternative routes of instruction for the achievement of the objective(s) of module, (e) provides a post-assessment, (f) provides remediation activities.

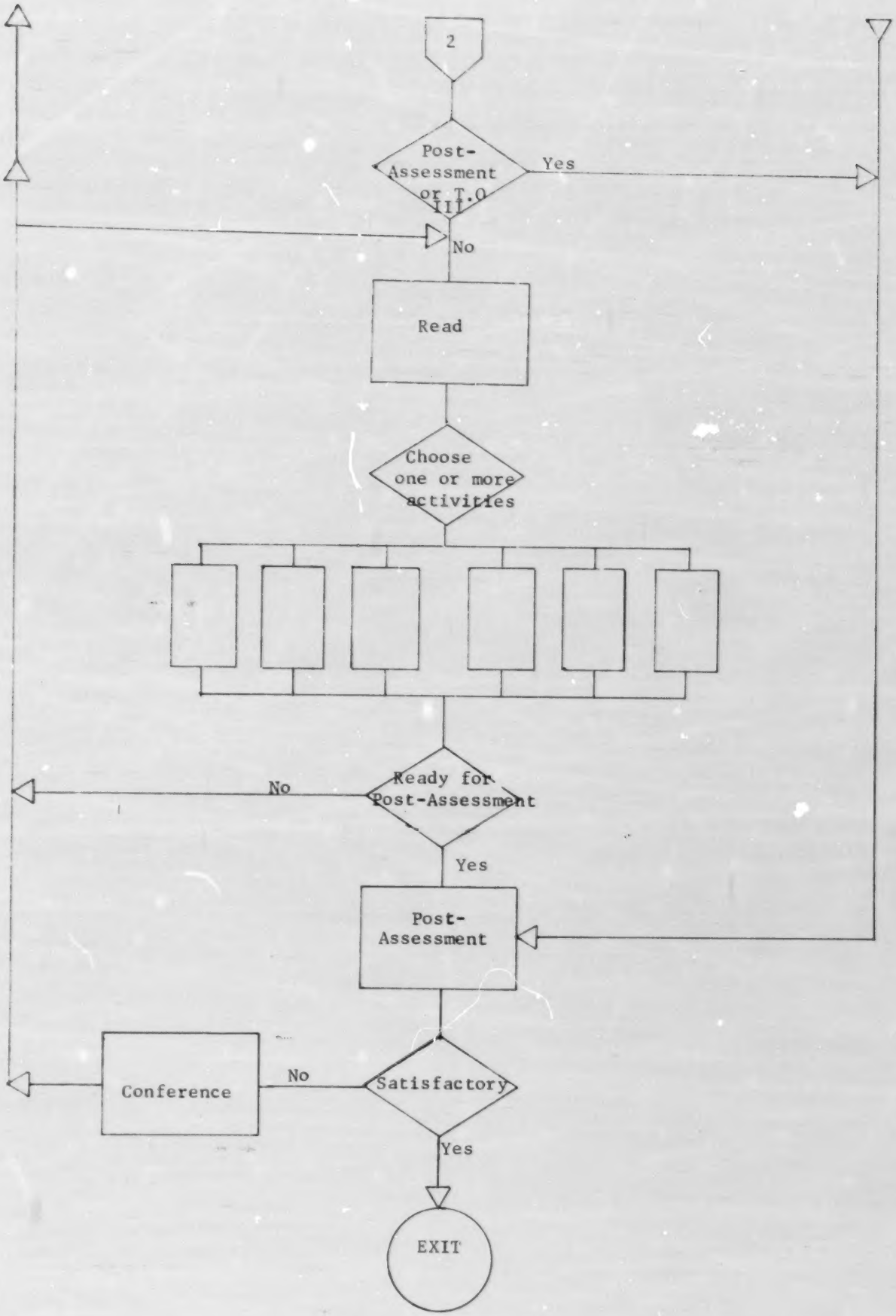
III. Show commitment to the concept of CBTE by engaging in activities that will disseminate this approach to the community, school, and university; and by including CBTE models tailored to the individual characteristics and needs of the students in/out of school.

PREREQUISITE:

The participant should be familiar with the terminology used in CBTE programs (refer to glossary).


START
View/Listen to Slides/Tapes
Read Module Description
Ready for Module
No
Meet with Facilitator
EXIT
Yes
Ready for Pressessment
No
Yes
Preassessment
Meet with Facilitator
Post-Assessment or T.O. I
Yes
No
Read
1


1
Choose one or more activities
Post-Assessment or T.O. II
Yes
No
Read
Choose one or more activities
2


2
Post-Assessment or T.O III
Yes
No
Read
Choose one or more activities
Ready for Post-Assessment
No
Yes
Post-Assessment
Satisfactory
No
Conference
Yes
EXIT

STEPS IN COMPLETING MODULE:

1. View/Listen to Slide-Tape and Audio-Tape Instructional units: Houston, Robert, "Developing Instructional Units," College of Eduction, University of Houston, March, 1971 in this order:
   A. "Introduction to the Concept" - slide-tape.
   B. "Classify Educational Objectives" - slide-tape.
   C. "Design Flow Charts" - slide-tape.
   D. "Specify Enabling Activities" - audio-tape.
   E. "Develop Assessment Procedures" - slide-tape.

2. Read Module Description

3. Choose:
   A. If you are not ready to continue with the module, meet with a facilitator and discuss any questions regarding module. If you choose not to continue with the module, present an alternate model or plan. If you choose to continue, move to an appropriate point in the module as decided with facilitator.

   or

   B. If you are ready to continue with the module move to 4.

4. Choose:

   A. Take the Pre-Assessment: The pre-assessment consists of questions to be answered for each terminal objective. The questions will be answered in writing and presented to a facilitator who will discuss with the participant his response to the pre-assessment. The pre-assessment is found on page .

   or

   B. Meet with facilitator for discussion, or re-evaluation of pre-assessment.

5. Choose:

   A. React to post-assessment.

   or

   B. Continue through Terminal Objective I.

Terminal Objective I:

A. State orally or in writing a definition of CBTE, and explain its major characteristics and implications, and compare CBTE with a traditional program.

or

B. Organize and facilitate a group discussion defining CBTE, its characteristics and implications, and the contrast between a traditional program and a program based on CBTE.

6. Read Teacher Corps Guidelines and Competency-Based Teacher Education.

   Weber, The CBTE Development Project, vol. II, section II: pp. 6-13.

7. Choose one group from the following seven groups.

   A. Read the following:

      Weber, The CBTE Development Project, vol. II. Section III: A Definition of Competency Based Teacher Education, pp. 14-17.

      Elam, Performance-Based Teacher Education, What is the State of the Art? Chapters III, IV, V: pp. 5-22.

      Howsam, Elam, De Vault and Joyce, excerpted issues in CBTE/PBTE taken from various sources, 7 pages.

      or

   B. View the first selection and read the other two:

      View Weber's: Competency-Based Teacher Education: An Overview, a 20-minute slide-tape presentation.

      Elam, Performance-Based Teacher Education, What is the State of the Art? Chapters III, IV, V: pp. 5-22.

      Denver Conference on PBTE, Sept. 7, 1971, Summary of Groups. Group Three: Part III, Section V, pp. 5-8. (Recommended Sections I-V, pp. 1-8).

      or

   C. Read the following selections:

Elam, Performance-Based Teacher Education, What is the State of the Art? Chapters I, II, III, IV, V; pp. 1-22.

Denver Conference on PBTE, Sept. 7, 1971, Summary of Groups. Group Two and Three: Part II, pp. 1-7; Part VI, Sections I-V, pp. 1-8.

or

D. Read the following selections:

Howsam and Houston, The Challenge of Competency-Based Teacher Education. Chapter 1: pp. 1-10.

Conte, Lavaroni and Minnis, Position Paper: "Performance-Based Teacher Education," pp. 1-15.

Howsam, Washington Conference on Competency Based Instruction, November 26-27, 1971. Presentation to Classroom Teachers Association, pp. 5-10.

Elam, Performance-Based Teacher Education, What is the State of the Art? Chaper III: pp. 11-15.

Howsam, Elam, De Vault and Joyce, excerpted issues in CBTE/PBTE taken from various sources, 7 pages.

or

E. Listen to first selection and read the other two.

TAPA Workshop: Pro's/Con's of CBTE, New Orleans, June 21-23, 1972. Tape: Slide 1 and 2, 90 minutes.

Elam, Performance-Based Teacher Education, What is the State of the Art? Chapter I, II, III, IV: pp. 1-15.

Denver Conference on PBTE, Sept. 7, 1971, Summary of Groups. Group III: Part II, Sections I-V, pp. 1-8.

or

F. Read the following selections:

Team Leadership Development Project, Perspectives on the Role of the Teacher Corps Team Leader (Book with the Red Apple), Weber, "Team Leaders and Competency-Based Teacher Education: pp. 113-121.

Howsam, Elam, De Vault and Joyce, excerpted issues in CBTE/PBTE, taken from various sources, 7 pages.

or

G. Design your own enabling activities to meet Terminal Objective 1.

8. Choose:

   A. Continue through Terminal Objective II.

   B. React to post-assessment.

Terminal Objective II.

Design an instructional module in a subject of the participant's choice which meets the following criteria: (a) states a rationale for module, (b) specifies objective(s) of module, (c) provides a pre-assessment of module objectives, (d) provides alternative routes of instruction for the achievement of the objective(s), (e) provides a post-assessment, (f) provides remediation activities.

9. Read Introduction.
Howsam, B. Robert and Houston W. Robert, The Challenge of Competency-Based Teacher Education, pp. 1-11.

10. Choose one group from the following six groups of enabling activities.

A. Read the following selection (with ou without slide-tape):

Houston W. Robert, et al., Developing Instructional Modules, pp. 1-88.

B. Read the following:

Houston W. Robert, Enabling Element, Designing the Module Development Process, Stage five: Writing the Modular Description.

Houston W. Robert, et al., Developing Instructional Modules, (with or without slide-tape), pp. 17-124.

C. Read the following:

Georgia Educational Models, Specifying Assumptions, Goals and Objectives for Competency-Based Teacher Education Programs,
Johnson, C. E., Shearron, G.F., Payne D.A., A Proficiency Module: Manuscript Study Guide and Self Assessment Guide.

D. Read the following:

Houston, W. Robert, Enabling Element, Designing the Module Development Process, Stage Five: Writing the Modular Description.

Mager, Robert F., Preparing Instructional Objectives, Chapters I-VII.

TTP-002.01 (SDS), Systematic Instructional Strategy, a Self-Teaching Unit, pp. 1-9.

Team Leader Leadership Development Project, Training Guides for Teacher Corps Team Leaders, October 30, 1971. Yarger, J. Sam, "Intern Support", pp. 32-46.

Arends, L. Robert, Masla, A. John, Weber A. Wilford, Handbook for the Development of Instructional Modules in Competency-Based Teacher Education Programs. Section: Specifying Objectives 4.1-4.9, Guidelines for Designing Instructional Modules 8.1-8.4.

E. Read the following:

Howsam, B. Robert, Washington Conference on Competency-Based Instruction, November 26-27, 1971, pp. 1-7, 12-14.

Arends, L. Robert, Masla, A. John, Weber, A. Wilford, Handbook for the Development of Instructional Modules in Competency-Based Teacher Education Programs.

Georgia Educational Models, Specifying Assumptions, Goals and Objectives for Teacher Education. Johnson, C.E., Specifying Objectives, pp. 8-14.

Weber, A. Wilford, "Techniques in Writing Behavioral Objectives," Competency-Based Teacher Education Development Project, vol. II, Dec., 1971, Section VIII, pp. 134-139.

Mager, Robert F., Preparing Instructional Objectives. Chapters I-VII.

F. Design your own Enabling Activities for Terminal Objective III.

11. Choose:

A. Continue through Terminal Objective III.

B. React to post-assessment.

Terminal Objective III:

Show commitment to the concept of CBTE by engaging in activities that will disseminate this approach to the community, school, and university; and by including CBTE models tailored to the individual characteristics and needs of the students in/out of school.

12. Read:

Elam, Performance-Based Teacher Education, What is the State of the Art? Chapters II-III: pp. 4-11.

13. Choose one group form the following six groups.

A. Read

Team Leader Development Project, Perspectives on the Role of the Teacher Corps Team Leader (Book with the Red Apple), Weber, Team Leaders and Competency-Based Teacher Education, pp. 119-121.

Weber, The CBTE Development Project, vol II
Section XI: Intern Perceptions Regarding Competency-Based Teacher Education pp. 164-215.
Section IV: Examples of Instructional Modules, pp. 36-88.

Design and implement an activity that will disseminate the concepts of CBTE. The performance criteria will be determined by a facilitator or peer.

B. Read:

Synthesize those readings and activities that enable you to achieve the first two Terminal Objectives and brainstorm (in small groups) the possible roles you can play in CBTE.

Weber, The CBTE Development Project, vol. II,
Section IV: Examples of Instructional Modules, pp. 36-88.

Organize and direct a meeting with other interns and a team leader and discuss CBTE advantages and disadvantages. The performance criteria will be determined by a facilitator or peer.

C. Organize and facilitate a discussion group, conference, workshop or meeting, in which you will lead the discussion of the role of CBTE in the school, community and team.

D. Read:

Weber, The CBTE Development Project, vol. II, Section IV: Examples of Instructional Modules, pp. 36-88.

Arends, L. Robert, Masla, A. John, Weber, A. Wilford, Handbook for the Development of Instructional Modules in Competency-Based Teacher Education Programs. Sections 11.3 - 11.43.

E. Implement Terminal Objective Ib and II in your classroom, team, school, and community. Refer to Terminal Objective Ib and II.

F. Design your own Enabling Activities for Terminal Objective III.

14. Choose:

A. React to the Post-Assessment

B. Recycle to appropriate Terminal Objective.

15. Choose:

A. If your post-assessment is satisfactory, EXIT.

B. If your post-assessment is unsatisfactory, arrange:

REMEDIATION: Meet with a facilitator who will assist you in selecting Enabling Activities appropriate for the achievement of the Terminal Objectives for this module.

DESCRIPTION OF MATERIALS

6 Weber, A. Wilford, The CBTE Development Project, vol II, December, 1971, U.S. Department of Health, Education and Welfare, Project Number 0-0744.

Twelve sections, each of which provides information regarding the process of competency-based teacher education program development.
It includes the following sections:
"Teacher Corps and Competency-Based Teacher Education"
"A Definition of Competency-Based Teacher Education"
"Examples in Instructional Modules"
"Intern Perceptions Regarding Competency-Based Teacher Education"
"Techniques in Writing Behavioral Objectives"

7A Weber, A. Wilford, The CBTE Development Project, refer to 6.

Elam, Performance-Based Teacher Education, What is the State of the Art?, Washington D.C.: American Association of Colleges for Teacher Education, December, 1971.
Study on the State of the Art: Performance-Based Teacher Education, the paper directs itself to the following topics:
"Purpose of Paper--Introduction"
"Background of PBTE"
"A Description of PBTE"
"Problems, Issues, and Concerns"
"Implications of PBTE"

Paper (excerpted issues in CBTE/PBTE): Howsam, Dean, Elam, Stanley, De Vault, M. Vere and Joyce, Bruce, excerpts taken from various sources regarding issues raised in the area of CBTE/PBTE.

7B Slide-tape: Competency-Based Teacher Education: An Overview. Center for the Study of Teaching, Room 408, 150 Marshall St., Syracuse, New York 13210

Slide-tape materials. These materials are intended to introduce the viewer to the basic concepts, characteristics, and implications of competency-based teacher education programs.

Elam, refer to 7A.

Paper: "Denver Conference on Performance-Based Teacher Education," sponsored by the American Association of Colleges for Teacher Education, September 7, 1971.

The paper consists of unedited summaries of group discussions (four groups) that examine the concepts, characteristics, and implication of CBTE.

7C Elam, refer to 7A.

Paper, "Denver Conference on PBTE," refer to 7B.

7D Paper: Howsam, B. Robert and Houston, W. Robert, "The Challenge of Competency-Based Teacher Education," Houston University, 1972.

The paper introduces and defines CBTE, and points out characteristics of instruction and learning objectives; and gives a description of implications.

Position Paper: Conte, M. Joseph, Lavaroni, Charles, and Minnis, Douglas, "Performance Based Teacher Education," no source.

The paper examines the CBTE movement, its assumptions, examples of PBTE, issues regarding its characteristics, as a theory, as a system, and asks is it worth the time and effort?

Paper: Howsam, B. Robert, "Washington Conference on Competency Based Instruction," sponsored by Classroom Teachers Association, Washington, November 26-27, 1971.

The paper directs itself to the essential elements and characteristics of CB instruction and CBTE, and kinds of objectives in CB instruction.

Elam, refer to 7A.

Howsam, Elam De Vault and Joyce, refer to 7A. (Paper: excerpted issues in CBTE/PBTE).

7E Tape: Technical Assistance Projects Associates Workshop, "Pros/Cons on CBE," New Orleans, June 21-23, 1972.

The tape consists of a discussion by TAP Associates and leading spokesmen of CBE; the concepts of CBE are discussed, CBE defined, and a minority viewpoint is presented of the Pros/Cons of CBE. Among the consultants who took part in this unedited tape are Charles Johnson, James Dryer, Raymond Mazon, Michael Apple and Karl Massanari.

Elam, refer to 7A.

Paper: "Denver Conference on PBTE," refer to 7B.

7F Team Leadership Development Project, Perspectives on the Role of The Teacher Corps Team Leader, Toledo, Ohio, Office of Education, U.S. Department of Health, Education and Welfare, June, 1971. Project Number: 452272.

A collection of position papers prepared for the Team Leadership Development Project; the papers present a definition of the role of the team leader. Among the

position papers is "Team Leaders and Competency-Based Teacher Education."

Howsam, Elam, De Vault and Joyce, refer to 7A. (Paper: excerpted issues in CBTE/PBTE.)

9 Paper: Howsam, B. Robert and Houston, W. Robert, "The Challenge of CBTE," refer to 7D.

10A Houston, W. Robert, et al., Developing Instructional Modules, Houston, College of Education, University of Houston, March, 1971.

The book presents a system for developing modules; the book is designed to model the approach to instruction; it follows the module format and includes the following:
"Prospectus"
"Pre-Assessment and Diagnostic Self-Tests"
"Enabling Elements"
"Synthesizing Element"
"Post-Assessment and Module Evaluation Criteria"

10B Paper: Houston, W. Robert, "Enabling Element, Designing the Module Development Process," Houston: College of Education, University of Houston, September 14, 1971.

The paper directs itself to the development of a modular approach to instruction; it outlines five stages of development: (1) identify philosophy, (2) identify specific objectives, (3) identify instructional strategies, (4) identify evaluation mode, and (5) write modular description.

Houston, W. Robert, Developing Instructional Modules, refer to 10A.

10C Georgia Educational Models, Specifying Assumptions, Goals and Objectives for Competency-Based Teacher Education Programs, Athens, Georgia: College of Education, University of Georgia, 1971.

This consists of three booklets: Study Guide, Self-Assessment, and General Theory; the booklets guide the participant through the construction of a module by going through a proficiency module. The materials are designed to help the participant develop a theoretical foundation for a CBTE program.

10D Paper: Houston, W. Robert, "Enabling Element, Designing the Module Development Process," refer to 10B.

Mager, F. Robert, Preparing Instructional Objectives, Belmont, California: Fearon Publishers. 1962.

The book describes how to specify objectives and provides an orientation that views goal specification as an

unavoidable facet of this. (1) Objectives, (2) Why We Care About Objectives, (3) The Qualities of Meaningful Objectives, (4) Identifying the Terminal Behavior, (5) Further Defining the Terminal Behavior, (6) Stating the Criterion, (7) Self-Test.

TTP--002.11 (SDS), Systematic Instructional Strategy, a Self Teaching Unit. San Diego State, California module.

This is the part of the module that states teacher and learner objectives in behavioral terms and identifies properly stated behavioral objectives.

Team Leader Leadership Development Project, Training Guides for Teacher Corps Team Leaders, Toledo, Ohio, Office of Education, U.S. Department of Health, Education and Welfare October, 1971. Project Number: 452272.

This book is a collection of seven papers, each with the purpose of serving as a training guide for Teacher Corps Team Leaders. It includes: "Intern Support," a guide format of general objectives, interim objectives and specific objectives.

Arends, L. Robert, Masla, A. John, Weber A. Wilford, Handbook for the Development of Instructional Modules in Competency Based Teacher Education Programs, The Center for the Study of Teaching, 117 Bacon Hall, 1300 Elwood Avenue, Buffalo, New York 14222, 1971

The handbook is intended to facilitate a sharing process for providing a common format for instructional modules. The handbook includes: rationale for CBTE and instruction modules, specifying objectives, module description format, guidelines for designing instructional modules, and sample modules.

10E Paper: Howsam, B. Robert, "Washington Conference on CB Instruction," refer to 7D.

Arends, L. Robert, Masla A. John, Weber, A. Wilford, Handbook for the Development of Instructional Modules in CBTE Programs, refer to 10D.

Georgia Educational Models, Specifying Assumptions, Goals and Objectives for Teacher Education, refer to 10B.

Weber, A. Wilford, The Competency-Based Teacher Education Development Project, refer to 6.

Mager, F. Robert, Preparing Instructional Objectives, refer to 10D.

12 Elam, Performance Based Teacher Education, What is the State of the Art?, refer to 7A.

Team Leader Development Project, Perspectives on the Role of the Teacher Corps Team Leader, June, 1971, refer to 7F.

Weber, A. Wilford, The Competency Based Development Project, refer to 6.

13B Weber, A. Wilford, The Competency Based Development Project, refer to 6.

13C Refer to 13B.

13D Refer to 13B.

Arends, L. Robert, Masla A. John, Weber, A. Wilford, Handbook for the Development of Instructional Modules in Competency Based Teacher Education Programs, refer to 10D.

Weber, A. Wilford, The Competency Based Development Project, refer to 6.

14A Post-Assessment: The post-assessment and the pre-assessment instruments are found at the end of the module.

Selected Bibliography on Competency Based Teacher Education and Performance Based Certification

Andrews, Theodore E. "Certification Reform: The Search for Better Folk," New York State Education (February 1970), 17-18.

Andrews, Theodore E. New Directions in Certification: Washington. Denver, Colorado: Improving State Leadership in Education Office (September 1970). (Mineographed pre-publication issue.)

Arends, Robert L., Masla, John A., & Weber, Wilford A. Handbook for the Development of Instructional Modules in Competency-Based Teacher Education Programs. Buffalo, N.Y.: The Center for the Study of Teaching, Bishop Hall, State University College, 1971.

Armstrong, Robert J., et al. Developing and Writing Behavioral Objectives. Tucson, Arizona: Educational Innovators Press, Inc., 1968.

Bloom, Benjamin S. (ed.) Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain. New York: David McKay, Inc., 1965.

Burkhart, Robert C. (ed.) The Assessment Revolution: New Viewpoints for Teacher Evaluation. Albany, N.Y.: New York State Education Department, 1968.

Commission on Teacher Education and Professional Standards. The Profession's Role in Certification (A Conference Report). Albany, N.Y.: New York State Teachers Association, 1970.

Cook, Desmond L. Program Evaluation and Review Technique: Applications in Education. Washington, D.C.: U.S. Office of Education (OE 12024), 1966.

Drummond, William H. "The Meaning and Application of Performance Criteria in Staff Development," Phi Delta Kappan (September 1970), 32-35.

Elam, Stanley. Performance Based Teacher Education, What is the State of the Art? Washington D.C.: American Association of Colleges for Teacher Education, December, 1971.

ERIC, Comprehensive Models on Teacher Education and Studies of the Models. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1971. (A complete bibliography.)

Falls, Charles. Behaviors, Knowledge and Basic Concepts Related to Teaching Buffalo: State University of New York, 1963.

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GLOSSARY OF TERMS

Competency-based teacher education program. This is a teacher education program in which the competencies to be acquired and demonstrated by the participant and the criteria to be applied in assessing the competencies of the participant are made explicit.

Component. A teacher education program component is--depending upon the program structure favored--a group of related modules or a group of related module clusters which complement each other and form the basis for what might be called courses in traditional programs.

Flow Chart. A diagram or chart of the module that guides the participant through the module. It provides information as to the sequential steps of the module; from point of Entry it shows how the pathway from activity to activity with given alternatives for participant to choose to reach objective(s)--to point of Exit.

Instructional Activities. Instructional activities are learning experiences made available to the participant to facilitate that participant's mastery of an objective or set of objectives.

Instructional Module. An instructional module is a set of learning activities (objective, prerequisite, pre-assessment, instructional activities, post-assessment, and remediation) intended to facilitate the participant's acquisition and demonstration of a particular competency.

Post-Assessment. Post-assessment procedures are measuring processes used to determine the participant's level of mastery relevant to a specified objective or set of objectives following instruction intended to facilitate his achievement of mastery.

Pre-Assessment. Pre-assessment procedures are measuring processes used to determine the participant's level of mastery of a specified objective or set of objectives prior to instruction.

Prerequisite. Prerequisites are those competencies the participant is expected to demonstrate before beginning a particular instructional module.

Remediation. Remediation procedures are instructional activities which are intended to assist the participant who has not demonstrated mastery of a particular competence--as indicated by post-assessment results.

Terminal Objective. This is a statement which specifies a competency the participant is to be able to demonstrate after performing the relevant instructional activities.

PRE-ASSESSMENT

Answer the following questions:

Objective I:

1. How would you define Competency Based Education?

2. What are the differences between a CBTE program and a traditional teacher education program?

3. Use the questionnaire, "Performance-Based Teacher Education: What Do You Think It's All About?"

Objective II:

1. What is an instructional module?

2. What are the components of an instructional module?

3. Use the Pre-Assessment Quiz "On Naming the Act."

Objective III.

1. List and describe the various roles you can fulfill in a CBE program.

2. Describe the activities you would engage in to disseminate the concepts of CBE to the community, school, and university.

3. What steps would you take to develop and implement module(s) tailored to the needs and concerns of your students?

PRE-ASSESSMENT QUIZ ON NAMING THE ACT

Directions: Place an X before any objective which is stated in terms of observable student behavior. Does each at least name an act the learner would be performing when demonstrating that he has achieved the objective?

____ 1. The student will be able to enjoy writing letters to his congressman about important issues in the community.

____ 2. The student will be able to comprehend the eating habits of different peoples.

____ 3. The student will be able to comprehend the rules of football as it is played in the United States.

____ 4. The student will love to participate in science experiments in the lab by the end of the first semester.

____ 5. The student will learn to hate the drug pushers loitering in the neighborhood.

____ 6. The student will volunteer to conduct a survey of the medicines in his home.

____ 7. A student will attend two concerts offered in the community.

____ 8. The student will share two textbooks with one other student after a unit on cooperation.

____ 9. The student will appreciate the book Sal Si Puedes by Peter Matthiessen.

____ 10. The student will learn to ski.

____ 11. The student will be motivated to learn all about the community in which he lives.

____ 12. The student will learn the preamble of the United States Constitution.

____ 13. Given the dimensions, the student will comput the area of a square, triangle, and circle.

____ 14. The newcomer will demonstrate his knowledge of the first seven presidents of the United States.

____ 15. The student will demonstrate an appreciation for modern art.

PERFORMANCE-BASED TEACHER EDUCATION: WHAT DO YOU THINK IT'S ALL ABOUT?

PRE-ASSESSMENT

Encircle either the "A" or "D" before each statement, depending on whether you agree or disagree with it.

1. A D Many of the concepts incorporated in PBTE are not new, i.e., they are ideas which teacher educators have talked about for years.

2. A D PBTE emphasizes demonstrated competence by the prospective teacher, rather than passing courses, as a means to evaluate his readiness to assume a professional role.

3. A D Entrance requirements are as important as exit requirements in a PBTE program.

4. A D PBTE promotes the idea of accountability on the part of the student and the training institution.

5. A D Assessment of the student's competence uses his performance as the primary source of evidence.

6. A D Students in PBTE programs are expected to master the identified competencies in the same period of time.

7. A D PBTE programs tend to be highly individualized and modularized.

8. A D PBTE is applicable only to preservice preparation programs.

9. A D PBTE programs tend to be more field-centered (in contrast to campus-centered) than is true of traditional teacher education programs.

10. A D There are many opportunities to provide feedback to the individual learner in PBTE programs.

11. A D PBTE programs require that objectives are clearly specified and made public in advance of the instruction.

12. A D PBTE tends to broaden the base for decision-making in teacher education.

13. A D Because of the nature of PBTE, most programs will be nearly identical, with few variations or alternative approaches permitted.

14. A D The criterion and the only criterion, for determining the competence of the prospective teacher is pupil behavior, i.e., how much the pupils whom he teaches actually learn.

15. A D PBTE requires a re-examination, and in many instances a re-structuring, of conventional faculty roles.

16. A D The profession's knowledge base for operating PBTE programs successfully is adequate.

KARL MASSANARI 11 February 1972

POST-ASSESSMENT

Answer the following questions:

Terminal Objective I:

1. Define CBE and explain its major characteristics and implications.
2. Differentiate between a CBE program and a traditional teacher education program by describing at least three differences.
3. Use the questionnaire, "Performanced-Based Teacher Education: What Do You Think It's All About?"

Terminal Objective II:

1. What is an instructional module?
2. List and describe the components of an instructional module, and a rationale for each part.
3. Use the Post-Assessment Quiz, "On Naming the Art."
4. Write an instructional module in a subject of your choice.

Terminal Objective III:

1. List and describe at least five roles you can fulfill in a CBE program.
2. Describe how you can disseminate the concepts of CBE in your team, school and community.
3. Describe your commitment and feelings to the concepts of CBE.
4. Develop and implement a CB module tailored to the needs and concerns of your students.

POST-ASSESSMENT

Encircle either the "A" or "D" before each statement, depending on whether you agree or disagree with it.

1. A D Many of the concepts incorporated in PBTE are not new, i.e., they are ideas which teacher educators have talked about for years.

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16. A D The profession's knowledge base for operating PBTE programs successfully is adequate.

KARL MASSANARI 11 February 1972

POST-ASSESSMENT QUIZ ON NAMING THE ACT

Name_____

Directions: Place an X before any objective which is stated in terms of observable student behavior. Does each at least name an act the learner would be performing when demonstrating that he has achieved the objective?

_____1. The student will grasp the significance of the Emancipation Proclamation.

_____2. The student will have an attitude favorable to music of Latin America as indicated by his attention during a performance.

_____3. The student will know the correct form of the past indefinite of six English verbs.

_____4. The student will appreciate the value of ten common tools in a wood shop.

_____5. The student will understand three major causes of the Civil War.

_____6. The student will demonstrate an interest in reading.

_____7. The student will know how to correctly thread a sewing machine.

_____8. The student will be able to develop a sense of the cultural unity of man.

_____9. The student will list and describe orally in a tape the themes of four poems by Amado Nervo.

____10. The student will give indications of a desire to learn more history by volunteering to present an extra oral report.

____11. The student will describe in writing four out of five concepts treated in the text, Mexican American History.

____12. The student will accurately learn about the resources of his community.

____13. The student will appreciate the key importance of Algebra.

____14. The student will include ten supporting facts in a written book report.

____15. The student will become familiar with how to write an essay using no reference except personal experience.